

REQUIREMENTS

- a. Centers shall ensure that each student receives ongoing evaluations, conducted by a career management team.
- b. Each student's career management team shall conduct a formal evaluation prior to the student's entry into CDP. The formal evaluation shall be development activities.
 1. Assess the student's progress and readiness to participate in career development activities.
 2. Assist the student in completing his/her initial Personal Career Development Plan.
 3. Collaborate with the student on identifying the personalized mix of career development activities that will move the student toward meeting the Career Success Standards and his/her career goals.

- Review CIS evaluation schedule to determine when students are evaluated.
- Who is responsible for evaluations? When are these scheduled? Who is involved? Is there a specific format? Is student involved in the process? If possible, sit in on an evaluation and monitor the process.
- Interview students. Do they know the development activities available on center and when they are scheduled? Do they know the activities they may participate in to improve their evaluations?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R2. Transition to CDP

Centers shall:

- a. Assign students to career development activities based on each individual student's progress and readiness to participate.
- b. Schedule support services for each student, as needed, to address personal issues that still present barriers to full program participation.

Strategy:

- When are students scheduled into CDP, how is this determined? Is there a fast track process? Is there a process for addressing any residual needs?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

QUALITY INDICATOR(S)

Q1. Students express personal satisfaction with and ownership of their PCDP.

Strategy:

- Ask students if they have a copy of their PCDP. Are short- and long-term goals reasonable and attainable? Are students clear about these goals? Can they demonstrate their understanding of what they need to do to accomplish their goals?
- Find out if students are satisfied with their PCDP. Did they get enough information to be able to decide their career goals? If not, what have they done to supplement this information? Do the steps in the PCDP accomplish what they really want to do? If not, do they know and feel comfortable with using the center process to make changes to their PCDP?
- Ask students about their career management team. Who is on the team? Do they evaluate students regularly, both formally and informally?
- Ask students how they are involved in their PCDP. Did they help plan out their training? Were they allowed to make changes in their career goals as their

training progressed? Do they want to take their PCDP with them when they graduate to help them find employment and guide them in their career?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

PRH 2.9 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		Q1	
R2			
Average		Average	